

Unit 1

Communication Skills

INTRODUCTION

Communication is a two-way process through which information or message is exchanged between individuals using language, symbols, signs or behaviour. Speaking, listening, reading and writing are the parts of communication, which help us to understand others. To learn a language, one needs to develop four key skills, namely listening, speaking, reading and writing as shown in Figure 1.1.

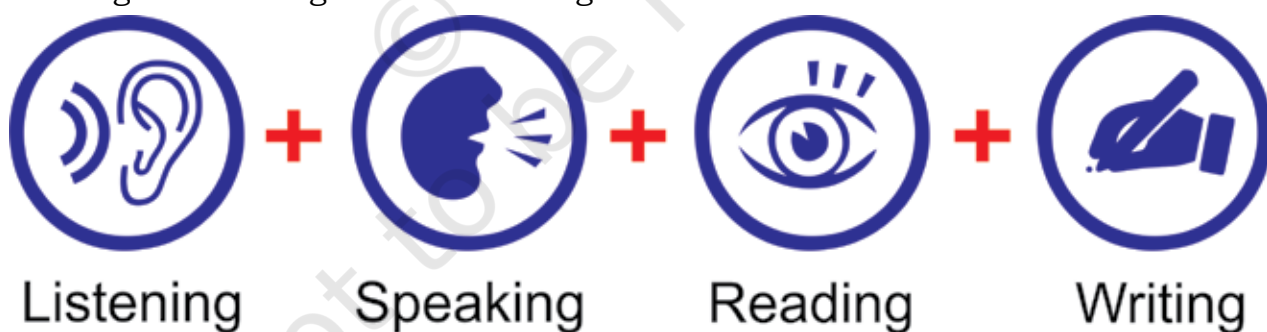


Figure. 1.1: Key communication skills

Speaking more than one language can help a person communicate well with people around the world. Learning English can help one communicate with people who understand English, besides the language the person has been exposed to since birth. The ability to communicate effectively is an essential skill in today's information age. Communication skills are needed to communicate effectively with people and customers.

This Unit on communication skills aims to help you to understand the importance of various aspects of communication and develop effective communication skills. You should try to learn as many languages as possible as it will help you to understand others' culture. It will also equip you with knowledge and skills, which are necessary to take advantage of the opportunities the twenty-first century offers. If you know many languages, you will be able to converse with people and read signage while travelling to different places.

Communication involves a sender, who encodes and sends a message through a channel, and a receiver, who decodes the message and gives feedback as shown in Figure 1.2. Feedback is important in communication as it helps in knowing whether the receiver has understood the message or not.

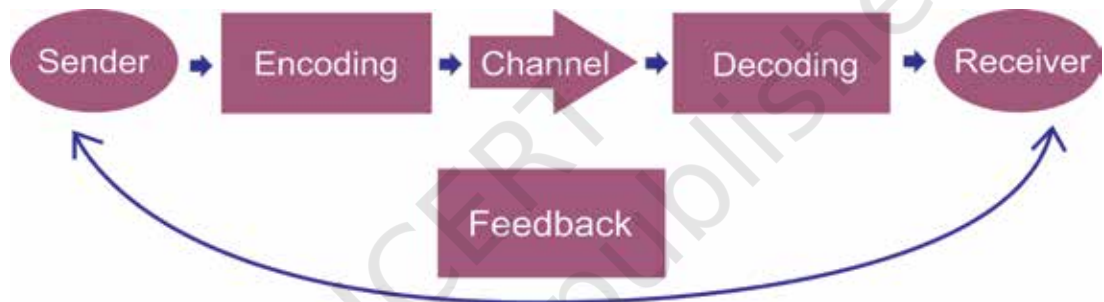


Figure 1.2: Elements of communication

SESSION 1: ACTIVE LISTENING

Effective communication involves skills that can be utilised to send messages that are clear, concise and accurate. Let us now try to understand what we mean by clear, concise and accurate.

A clear statement is one which conveys the exact message that you are trying to convey to the other person.

Here, we have two sentences. Now, which one do you think is a clear statement?

- (i) He went to his manager and said, "Please allow me to reach office at 11 AM on Tuesday, 11 June 2019, as I have an appointment with a dentist."
- (ii) He went to his manager and said, "Please allow me to reach late to the office on Tuesday, 11 June 2019, as I have an appointment with a dentist."



In the first sentence, you must have noticed that the time is mentioned, which makes the statement clear.

A concise statement is appropriately brief or to the point. Now, let us consider the two sentences given below.

- (i) The manager replied, "Alright, you may come late."
- (ii) The manager replied, "Alright, you may come late. But it is a matter of great concern that most employees come late and you are also developing the same habit."

Now, you can see that in the second sentence, there is no need to tell the employee about the concern that the employer had at the moment. This could have been shared at a different forum or separately.

An accurate statement is one that is factual, i.e., its correctness can be verified.

Now, once again, let us learn through examples.

- (i) She informed the office that 50 per cent of the books given for binding have been completed.
- (ii) She informed the office that most of the books given for binding have been completed.

Now, you can see that in the first sentence, a measurable information is mentioned, which makes the sentence accurate.

It is, thus, important to ensure that our communication is clear, concise and accurate. Effective communication skills help us to communicate the message correctly, precisely and completely. Lack of communication skills can result in confusion, frustration, wasted effort and missed opportunities.

Listening skill

Every effective conversation starts with listening. Listening skill is one of the most important skills in communication. It is important to learn to give undivided attention to a person with whom a conversation is taking place.

Given below are some reasons why listening attentively is important.

- We listen to obtain information.
- We listen to understand.

- We listen to enjoy.
- We listen to learn.
- We listen to build and maintain relationships.
- We listen to resolve conflicts.

Without the ability to listen attentively, messages can be easily misunderstood. Thus, communication breaks down and the sender of the message can easily become frustrated or irritated.

Active listening

Active listening is an art, which comprises both a desire to comprehend, as well as, offer support and empathy to the speaker. It can affect your job effectiveness, the quality of your relationship with others, and hence, your overall well-being. Active listening allows you to understand the problems and collaborate to develop solutions. The various factors that affect active listening are as follows.

- **Eye contact:** It is a form of body language. It is one of the most important aspects in the communication process. Maintaining an eye contact with the person you are talking to sends a signal to the speaker that “Yes, I am talking to you or listening to you”. Avoiding eye contact could mean that you do not want to listen to the person speaking to you.
- **Gestures:** These indicate to the speaker if you are listening or not. Keep your hand and feet still while talking to someone.
- **Avoiding distractions:** You need to identify the things that distract you. You must physically remove the distractions in order to listen attentively. For example, reducing the ringtone of your mobile phone or switching it off while attending a meeting or listening to someone will avoid distraction. Another example is that you should avoid glancing at the wristwatch frequently.
- **Giving feedback:** Feedback can be positive or negative. But in both the cases, one needs to be polite so that the person to whom the feedback is being given is not hurt or offended.

Stages of active listening





The best kind of listening is 'active listening'. It happens when you hear, understand, respond and remember what is being said. The five stages of active listening are as follows.




1. **Receiving:** It involves listening attentively.
2. **Understanding:** It is an informed agreement about something or someone.
3. **Remembering:** It refers to the retrieval or recall of some information from the past.
4. **Evaluating:** It is about judging the value, quantity, importance and amount of something or someone.
5. **Responding:** It is about saying or doing something as a response to something that has been said or done.

How to ensure active listening?

You can remember the acronym 'RESPECT' to ensure active listening (Table 1.1). Now, let us see what each letter stands for.

Table 1.1: Active listening

R	Remove distractions that may hamper listening. For example, reducing the volume of television, radio or mobile phone while talking to a person.	
E	Eye contact refers to looking at the speaker while listening.	
S	Show that you are listening attentively to the speaker through gestures.	
P	Pay attention and focus on what the speaker is saying.	

E	Empathise and feel the emotions of the speaker. Empathy is the ability to share someone's feelings or experiences by imagining what it would be like to be in that person's situation.	
C	Clarify doubts. Ask questions to clarify doubts.	
T	Tune yourself to the timing of the speaker, i.e., wait for the speaker to finish, and then, respond.	

You have learned about various factors and stages of active listening. Now, let us try to understand how to overcome these barriers (Table 1.2).

Table 1.2: Overcoming barriers to active listening

Factors	How a factor can become a barrier?	How to overcome the barrier?
Being pre-occupied	When pre-occupied, you may not be listening to a person carefully.	Do not let emotions take over your mind. Keep away phones and digital devices.
Noise and visual distractions	You may not be able to hear the other person clearly in a noisy environment.	Create a conducive environment to avoid misinterpretations and distractions.
Past experiences or mindset	You may have developed biases or prejudices based on past experiences and interactions.	Avoid developing biases and be objective in your approach when interacting with others.
Personal factors	Your personal feelings may affect your listening, for example, your preconceptions about the other person.	Allow the other person to finish speaking, and then, respond.

Practical Exercise

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The teacher will facilitate these activities by showing you the e-learning lesson at http://www.psscive.ac.in/Employability_Skills.html. This will include videos and e-content for the above topics, as well as, detailed instructions for some activities given below.

Initial thinking activity

After watching the initial video in the e-learning lesson for this topic, write the answer of the question — why is it important to listen actively?

Activity 1

Group discussion

Factors affecting active listening

Material required

Notebook, pen, etc.

Procedure

- Form groups of three students each.
- Each group selects any one of the factors (as given in Table 1.2), which acts as a barrier to active listening.
- Discuss how it can affect or become a barrier to active listening in the following situations.
 - (i) Family gathering for a wedding ceremony
 - (ii) At a busy retail store
 - (iii) Team discussion during sports day at school
 - (iv) Birthday celebration of a friend
- Each group shares its experiences and ways to overcome these barriers.

Activity 2

Poster making

Active listening

Material required

Chart paper, pencil, sketch pens, etc.

Procedure

- Make a poster on either of the below mentioned scenarios using the acronym RESPECT, which you have studied in this Session for practising active listening.
 - (i) Depicting a conversation between two friends
 - (ii) Parent–child conversation

Activity 3

Role-play

Negative effects of not listening actively

Material required

Notebook, pen, etc.

Procedure

Scenario: Kapil works in an organisation. His manager Sunita is having a discussion with him regarding a marketing plan. As

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soon as Kapil enters the meeting room, he sits in a slouched position. He has not kept his phone on silent mode and keeps looking at it frequently. Even though he is listening to Sunita, his thoughts seem to be elsewhere. At the end of the session, Sunita feels Kapil is disinterested and hands over the marketing plan to some other employee.

Check Your Progress

A. Multiple choice questions

Read carefully the questions given below and choose the correct option.

1. You work at the front desk of a telecom company. A customer approaches you while you are working. The customer has a query regarding a bill. What would you do?
 - (a) Not pay attention to the customer
 - (b) Keep the work aside and help the customer
 - (c) Continue doing your work while talking inattentively to the customer
 - (d) Ask the customer to talk to someone else
2. Which of the following can be a barrier to active listening?
 - (a) Noisy environment
 - (b) Not maintaining an eye contact with the speaker
 - (c) Not being attentive
 - (d) All of the above
3. Which of the following is not a stage of active listening?
 - (a) Receiving
 - (b) Understanding
 - (c) Non-responding
 - (d) Evaluating
4. What are the characteristics of an ideal message?
 - (a) Clear
 - (b) Concise
 - (c) Accurate
 - (d) All of the above

B. Short answer question (80–100 words)

1. Write down a situation you faced at school, wherein, you overcame a barrier and practised active listening.

What have you learnt?

After completing this Session, you will be able to:

- identify the barriers to active listening.
- identify the stages of active listening.
- follow the steps towards removing barriers for active listening.

SESSION 2: PARTS OF SPEECH

Introduction

In any language, parts of speech are the categories of words based on their function within a sentence. These are the 'building blocks' of a language.

When we speak or write, we use sentences to express ourselves. Therefore, sentences are important. A 'sentence' is a group of words that communicates a complete meaning, thought or action. For example, Raju goes to school.

A group of words, which does not make complete sense, is known as a 'phrase', for example, Raju goes.

A sentence always begins with a capital letter, and ends with a full stop, question mark or exclamation mark. Read aloud the examples given below.

- Did you work on your project?
- I completed it yesterday.
- That is good!

Using capitals

We know that all sentences begin with a capital letter. It is easy to know what to capitalise if you remember the acronym 'MINTS'. MINTS is a set of simple rules that help you to capitalise words correctly. Each letter in the word MINTS refers to one capitalisation rule as shown in Table 1.3.

Table 1.3: Capitalisation rules

Alphabet	M	I	N	T	S
	Months	I	Names	Titles	Starting letter of sentences
Rule	Capitalise the first letter in the names of all months.	Capitalise the letter 'I' when used as a word.	Capitalise the first letter in the names of people, places, rivers, seas and oceans, mountains, islands and days.	Capitalise the first letter in the titles used before people's names.	Capitalise the first letter in every sentence.
Example	I will go to college in June.	Every day, I play tennis with him.	This Tuesday, Vidya is in Rajasthan.	Dr Shah and Mr Patel work together.	The cat ran out of the house.

Punctuation

There are 15 basic punctuation marks or signs used in English. These include full stop or period, comma, question mark, exclamation mark, apostrophe, colon, semi-colon, dash, hyphen, parenthesis, quotation mark, bracket, brace, ellipsis and bullet point (Table 1.4).

Table 1.4: Punctuation marks

Punctuation mark	Sign	Use	Example
Full stop	.	It shows the end of a sentence. It is also used to show short form of long words. For example, 'Professor' can be shortened as Prof., when used as a title before a name.	This is a sentence. This is another sentence. Sanjay is a Professor. His patients call him Prof. Sanjay.
Comma	,	Sometimes, we use comma to indicate pause in a sentence. We can also use comma to separate items when we are listing more than two items in a row.	After the waiter gave me the menu, I ordered food. I bought apples, oranges and grapes.
Question mark	?	We use question mark at the end of a question.	What is your designation? How much is your work experience?
Exclamation mark	!	We use an exclamation mark at the end of a word or sentence to indicate a strong feeling, such as surprise, shock or anger.	What a pleasant surprise! You are late!
Apostrophe	(')	We use an apostrophe followed by an 's' to show that something belongs to someone. We also use an apostrophe to indicate the shortened form of some words in informal speech.	That is Divya's desk. Are these Abdul's books? Let's go instead of Let us go! He isn't here instead of He is not here.

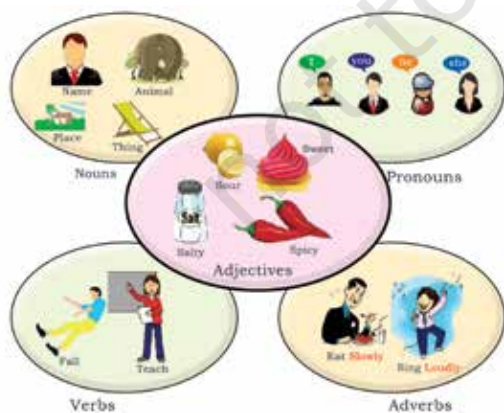


Figure 1.3: Basic parts of speech

Basic parts of speech

The different types of words we use in sentences are called parts of speech. The basic parts of speech are nouns, pronouns, adjectives, verbs and adverbs (Table 1.5).

Table 1.5: Basic parts of speech

Parts of speech	What they do	Example sentence	Example words
Noun	Nouns are words that refer to a person, place, thing or idea. They are 'naming words'.	In the sentence: "Reema wrote a letter." Both Reema and letter are nouns.	Dog India Sanjay
Pronoun	A pronoun is a word used in place of a noun.	In the second sentence: "Reema wrote a letter. She is tired." She is used in place of the noun Reema. It is a pronoun.	I They He You
Adjective	Adjective is a word that describes other words.	In the sentence: "Reema wrote a long letter." Long is an adjective that describes the noun 'letter'.	Small Blue Sharp Loud
Verb	Verb is a word that shows action.	In the sentence: "Reema wrote a letter." Wrote is a verb. It tells what action Reema did.	Run Eat Think Sit
Adverb	Adverb is a word that adds meaning to a verb, adjective, or other adverb. It answers the questions — how? how often? when? and where?	In the sentence: "Reema quickly wrote a letter." Quickly is an adverb. It tells us how Reema did the action (writing).	Easily Always Inside Before

Sometimes, the same words can be used differently.

Will you book a movie for 3 pm?	'Book' is used as an adverb.
I need to find my English book .	'Book' is a noun.
His total cricket score was 145.	'Total' is an adjective.
That is totally awesome.	'Totally' is an adverb.
She is always watching a football match.	'Football' is an adjective.
She got a new football for her birthday.	'Football' is a noun.
The experienced sailor was able to hold up the sail despite heavy storm.	'Sail' is a noun.
Satish was able to sail through despite the storm.	'Sail' is a verb.
Kapil promised his father that he will be a good boy.	'Promised' is a verb.
Kapil was unable to keep the promise given to his father.	'Promise' is a noun.

Let us now see how these words are used. Read out aloud the sentence given below.

Wow! Reema went to the studio and met a famous actor.

We already know that **Reema**, **studio** and **actor** are nouns. **Famous** is an adjective because it describes the actor (noun) and the words **went** and **met** are verbs because they describe an action.

What about the remaining words in this sentence — wow, to, the, and? What are these words called? We use such supporting words to join the main parts of speech together and to add information to the sentences that we frame. Let us now look at supporting parts of speech.

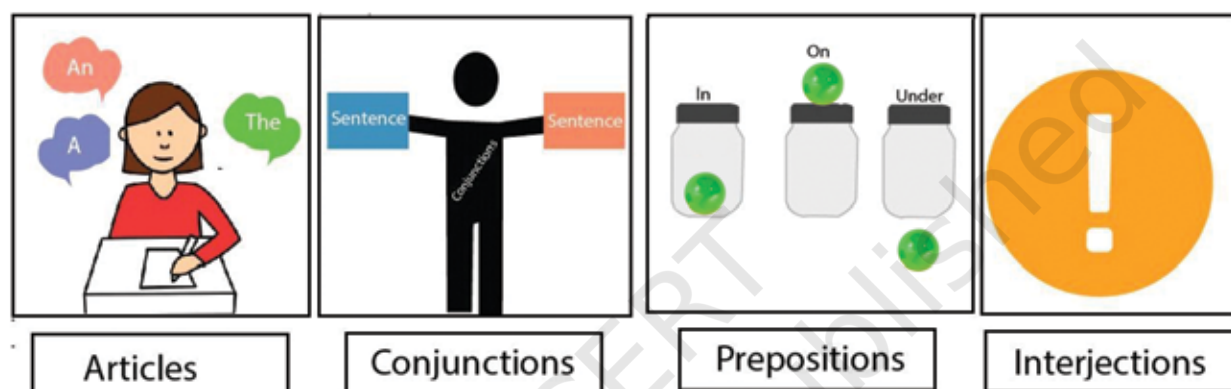


Figure 1.4: Supporting parts of speech

Supporting parts of speech

Along with the main 'Parts of Speech', there are some more words we need for connecting words, phrases, clauses or sentences. Such words are called 'supporting parts of speech'. (Figure 1.4 and Table 1.6).

Table 1.6: Supporting parts of speech

Supporting parts of speech	Use	Example
Articles	<ul style="list-style-type: none"> The words 'a', 'an' and 'the' are known as articles. Articles are, generally, used before nouns. 'An' is used before words with a vowel (a, e, i, o, u) sound. 'A' is used before nouns starting with a consonant (all except those starting with a, e, i, o and u) sound. 'The' is used to refer to specific or particular words. 	<p>The car stopped suddenly because a cat ran in front of it.</p> <p>A book An apple An umbrella The sun</p>

Conjunctions	Conjunctions are words that join two nouns, phrases or sentences. Some common conjunctions are 'and', 'or' and 'but'.	Instead of – Sheela went to the market. I went to the market. Sheela and I went to the market. Instead of – Do you want oranges? Do you want apples? Do you want oranges or apples?
Prepositions	<ul style="list-style-type: none"> Prepositions connect one word with another to show the relationship between them. They, usually, answer the questions 'where', 'when' and 'how'. Some common prepositions are 'on', 'at', 'under' and 'in'. 	The cat is on the roof. The shop is at the end of the road. Rahul is standing under the tree. I live in Delhi.
Interjections	These words express strong emotions, such as happiness, surprise, anger or pain. They have an exclamation mark at the end.	Wow! Oh! Oh no! Thanks! Help!

Practical Exercise

The teacher will facilitate these activities by showing you the e-learning lesson at http://www.psscive.ac.in/Employability_Skills.html. This will include videos and e-content for the above topics, as well as, detailed instructions for the following activities.

Initial thinking activity

After watching the initial video in the e-learning lesson for this topic, write down what do you think was wrong with Seema's letter.

Activity 1

Group practice

Identifying 'parts of speech'

Material required

Notebook, pen, etc.

Procedure

- Form groups of four students each. Read aloud the paragraph given below.
"on sunday, i have an appointment to meet dr. patel in delhi. my house is near dr. patels clinic i went to a shop near the clinic on friday to buy vegetables I bought potatoes onions carrots and a cabbage dr. patel is a friendly man have you met him"
- This paragraph contains examples of parts of speech that you have learnt about in this Session. Identify as many parts of speech as you can and mark them. Discuss what was difficult in this activity. Write the paragraph with correct capitalisation and punctuation. A member of one group

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volunteers and presents before the class what the group marked. The person writes the paragraph on the classroom board with the punctuations. The other students point out the mistakes, if any.

Activity 2

Group practice

Constructing sentences

Material required

Notebook, pen, etc.

Procedure

- Form pairs of students.
- List the five basic parts of speech that you have learnt in this Session.
- Select one of them and form two simple sentences, which use these parts of speech. For example, if you have chosen adjectives, form two sentences that have adjectives. For each part of speech, a volunteer reads out the sentences the group has framed.
- The other students say if it is correct or not.

Check Your Progress







A. Multiple choice questions

Read carefully the questions given below and choose the correct option.

1. What is a sentence?
 - (a) A group of ideas that form a complete paragraph
 - (b) A group of words that communicates a complete thought
 - (c) A set of rules that we must follow to write correctly
 - (d) A set of words that contains basic punctuation marks
2. Which of these sentences is capitalised correctly?
 - (a) I am Hungry.
 - (b) Divya and sunil are reading.
 - (c) The bucket is Full of water.
 - (d) She lives in Delhi.
3. Which of these sentences is punctuated correctly?
 - (a) Where are you going.
 - (b) I have a pen a notebook and a pencil.
 - (c) I am so happy to see you!
 - (d) This is my house.

B. Fill in the blanks

1. Fill in the correct nouns and verbs as given at the top of the table to complete the following sentences.

Nouns	Verbs
girl, girls, boy, milk, dog, student	skipping, riding, running, studying, drinking, barking
	(a) The _____ is _____.
	(b) The _____ are _____.
	(c) The _____ is _____.
	(d) Raju is _____.
	(e) The _____ is _____.
	(f) The _____ is _____.

C. Short answer question

1. Identify conjunctions and prepositions (remember, conjunctions join two sentences, while prepositions help answer the words 'where', 'when' and 'how') from the list given below and write them in the following columns.

Under, and, in, at, or, up

Conjunctions	Prepositions

What have you learnt?

After completing this Session, you will be able to:

- identify the basic parts of speech, such as nouns, pronouns, adjectives, verbs and adverbs.
- use capitalisation and punctuation rules for sentences.
- explain the usage of parts of speech and identify them in a sentence.
- identify supporting parts of speech, such as articles, conjunctions, prepositions and interjections.

SESSION 3: WRITING SENTENCES

Introduction

A sentence is a group of words, which together expresses a complete idea that has meaning. A sentence is formed by putting together a group of words in sequence. This means that a sentence must be understood by others. A sentence, typically, contains a subject and an object, conveying a statement, question, exclamation, or command. Writing is constructed by putting sentences in sequence so that they are understandable.

Simple sentence

A simple sentence is one that has only one subject and one predicate or has only one finite verb.

Complex sentence

A complex sentence is one, which consists of two or more coordinate clauses, joined by a coordinating conjunction.

As you have studied in English classes, almost all sentences have a subject and a verb. Some also have an object.

- A subject is a person or thing that does an action.
- Verb describes the action.
- Object is the person or thing that receives the action. For example, read aloud the simple sentence — “Nisha sells a laptop”. Let us see the different parts of the sentence in Figure 1.5.

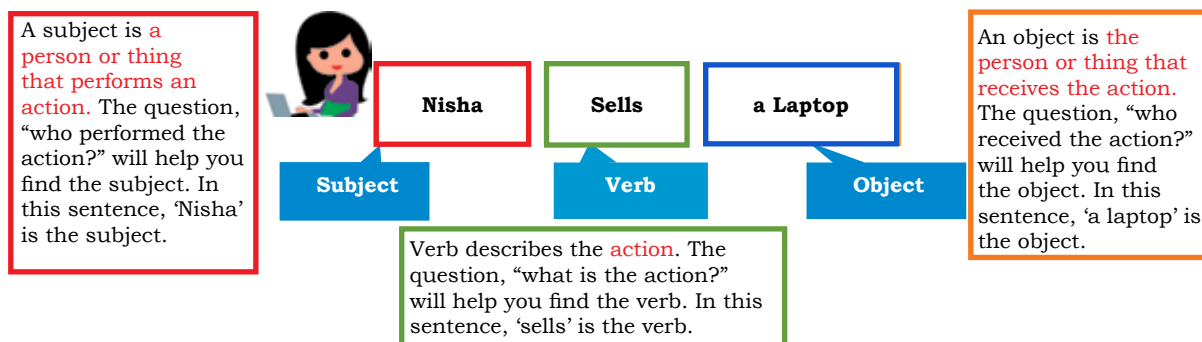


Figure 1.5: Parts of a sentence

Read aloud the sentences given in Table 1.7 to understand about subject, verb and object.

Table 1.7: Parts of a sentence

Sentence	Subject	Verb	Object
I wrote a letter.	I	wrote	a letter
He called the customer.	He	called	the customer
She packed the product.	She	packed	the product
Dia and Sanjay booked a cab.	Dia and Sanjay	booked	a cab

Types of object

The object in a sentence can be either **direct** or **indirect**. Direct objects are the ones directly ‘acted on’ by the action word (verb). If we ask — “What does Nisha sell?”, the answer is ‘laptop’, which is direct object. A **direct object** answers the question ‘what?’.

An **indirect object** answers the questions, such as “to whom” and “for whom”.

For example, in the sentence — “Abdul gave a gift to his mother.” The verb is ‘gave’. What did Abdul give? A gift. To whom did Abdul give the gift? To his mother. Here, ‘gift’ is direct object and ‘his mother’ is indirect object.

Some sentences only have direct objects, while some have both direct and indirect objects.

Read out aloud the examples given in Table 1.8.

Table 1.8: Direct and indirect objects

Sentence	Verb	Verb + what?	Verb + by whom/to whom?	Direct object	Indirect object
Reema bought stationery.	bought	stationery		stationery	
Fatima and Sonia played tennis.	played	tennis		tennis	
He offered a coffee to me.	offered	coffee	me	coffee	me
The manager assigned us projects.	assigned	projects	us	projects	us

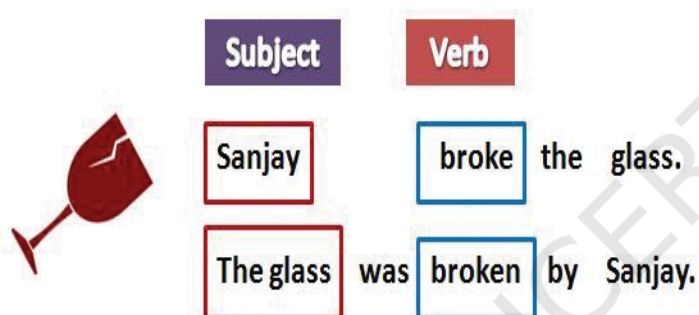


Figure 1.6: Types of sentences

Types of sentences — Category I

Active and passive sentences

What is the difference between the following two sentences?

1. Sanjay broke the glass.
2. The glass was broken by Sanjay.

The action (verb) in both the sentences is breaking of the glass. But the 'subject' in both the sentences is different. In the first sentence, the subject (Sanjay) does the action. In the second sentence, the subject (the glass) receives the action.

Read the sentences in Figure. 1.7 again.

Sentences, where the subject does an action, are known to be in **active voice**.

Sentences, in which the subject receives an action, are known to be in **passive voice**.

Table 1.9: Active and passive sentences

Active voice	Passive voice
She wrote an email.	An email was written by her.
He opened the door for the customer.	The door was opened by him for the customer.
Mohan sold a bike.	The bike was sold by Mohan.

Examples of active and passive sentences

Active	Passive
I did not beat him.	He was not beaten by me.
Kapil made a profit yesterday.	A profit was made by Kapil yesterday.
The tiger was chasing the deer.	The deer was being chased by the tiger.

Types of sentences — Category II

There are mainly four types of sentences, i.e., declarative, interrogative, exclamatory and imperative. Each of these have been described in Table 1.10.

Table 1.10: Types of sentences — Category II

Statement or declarative sentence	Question or interrogative sentence	Emotion, reaction or exclamatory sentence	Order or imperative sentence
It provides information or states a fact. It always ends with a full stop (.). This is the most common type of sentence.	This type of sentence asks a question. It always ends with a question mark (?).	An exclamatory sentence expresses a strong emotion, such as joy, sadness, fear or wonder. It always ends with an exclamation mark (!).	These sentences show an order, command, request or advice. It can end with a full stop or an exclamation mark (. or !).
Read aloud the examples given below.			
I go to office.	Did you go to office?	I received the prize for the best employee!	Go to office today.
It is very cold.	How is the weather?	Oh, it's very cold!	Wear your sweater.
I completed my project.	Did you complete your project?	I completed my project!	Complete your project.

Examples of types of sentences — Category II

Sentence	Type
Where is my I-card?	Interrogative
My arms ache from planting those saplings!	Exclamatory
Reading mythology will make you more aware.	Declarative
Come with us right now.	Imperative
No way! I don't want a tattoo!	Exclamatory
Get out of the bed immediately!	Imperative



Figure 1.8: Types of sentences — Category II

You can see that each of these sentences have a different purpose.

Paragraph

A group of sentences forms a paragraph. While writing a paragraph, make sure the sentences have a common idea. When you want to write about a different idea, make a new paragraph. For example, if you are writing about your school, the first paragraph can be of sentences about the name, location, size and other such details. In the next paragraph, you can use sentences to describe what you like about your school.

I go to Government Higher Secondary School, Balachadi. It is not a very big school but has many good teachers. There are about 100 students in my school. My school is on the main road, very close to the city railway station. I love going to school and learning about new things. My school has a small playground, where I play cricket with my friends after the classes are over. It has a library also. I love my school.

Practical Exercise

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The teacher will facilitate these activities by showing you the e-learning lesson at http://www.psscive.ac.in/Employability_Skills.html. This will include videos and e-content for the above topics, as well as, detailed instructions for some activities given below.

Initial thinking activity

After watching the initial video in the e-learning lesson for this topic, write if you think Sanjay and Dia were able to frame correct sentences.

Activity 1

Pair work

Making sentences

Material required

Notebook, pen, etc.

Procedure

- Form pairs of students.
- First, write three sentences having direct objects.
- Then, write three more sentences, containing both direct and indirect objects.
- Use different colours to mark the different parts of each sentence (subject, verb and object).

Activity 2

Pair work

Active and passive voice

Material required

Notebook, pen, etc.

Procedure

- With same pairs as above, write a paragraph on any topic. The paragraph should have at least two sentences in active voice and two in passive voice. One student reads out the paragraph that the person has written before the class.
- The class gives the feedback.

Activity 3

Pair work

Types of sentences

Material required

Notebook, pen, etc.

Procedure

- With the same pairs as above, make a list of minimum eight sentences. These should have at least two sentences of each type: declarative, interrogative, exclamatory and imperative.
- For each type of sentence, different volunteers read out their sentences before the class.
- The class, then, gives feedback on the correctness of the sentences.

Check Your Progress

A. Multiple choice questions

1. Identify the subject in the sentence, "The children played football".
 - (a) The children
 - (b) children played
 - (c) played
 - (d) football
2. Identify the object in the sentence, "The children played football."
 - (a) The children
 - (b) children played
 - (c) played
 - (d) football
3. Which of these sentences has/have both indirect and direct objects?
 - (a) I am working on a presentation.
 - (b) She bought a blue pen.
 - (c) The girls played cricket.
 - (d) He wrote a letter to his sister.
4. Which of these sentences is/are in passive voice?
 - (a) They are watching a movie.
 - (b) The clock was repaired by Raju.
 - (c) He is sleeping in the room.
 - (d) My pet dog bit the postman.

B. Short answer questions

1. Write one sentence of each type — statement, question, exclamatory and order.
2. Which job role do you wish to pursue? Write two paragraphs (about 100–150 words) about that industry and your career preferences. Make sure you follow all rules about sentences and paragraphs that you have learnt.

Practice work

- Practise speaking in complete sentences with your classmates.
- Practise speaking with proper punctuations.
- Practise writing paragraphs on different topics.

What have you learnt?

After completing this Session, you will be able to:

- identify the different parts of a sentence.
- differentiate between active and passive voice.
- compose different types of sentences.